



**Overview of Progression of reading skills (linked to the appropriate Content Domains)**

**Over the academic year, the skills below that are the focus for a specific year group are revisited time and time again using a more demanding text.**

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><i>Reading for meaning is at the heart of Y1 Guided Reading – this is a vehicle to teach reading skills and comprehension skills.</i></p> <ul style="list-style-type: none"> <li>➤ Read age-appropriate books with some fluency (show some awareness for punctuation when reading)</li> <li>➤ Skimming and scanning (You Choose)</li> <li>➤ Find and Point to... (visuals/words)</li> <li>➤ Teaching pupils to infer/ justify their answers through scaffolded / modelled answer stems using both pictures and texts (I think ___ because)</li> </ul>	<p><b>Review year 1 content above.</b></p> <p><i>Reading for meaning is at the heart of Y2 Guided Reading – this is a vehicle to teach reading skills and comprehension skills.</i></p> <ul style="list-style-type: none"> <li>➤ Maintain fluency whilst reading age-appropriate books at speed (showing awareness of the function of punctuation when reading, some intonation)</li> <li>➤ ‘Find and point’ skimming and scanning is developed to ‘Find and Copy’ where children can identify writer’s choice of language demonstrating an understanding of writer/ reader</li> </ul>	<p><b>Review year 2 content above.</b></p> <p><i>Reading for meaning is at the heart of Y3 Guided Reading – this is a vehicle to teach reading skills and comprehension skills.</i></p> <ul style="list-style-type: none"> <li>➤ Read age-appropriate books fluently and accurately using intonation</li> <li>➤ Pupils show stamina and resilience (prepared to persevere with all texts) reading longer age-appropriate texts with fluency.</li> <li>➤ Over the academic year, pupils develop a more controlled skill of summarising the gist of what they have read (verbally and in</li> </ul>	<p><b>Review year 3 content above.</b></p> <p><i>Reading for meaning is at the heart of Y4 Guided Reading – this is a vehicle to teach reading skills and comprehension skills.</i></p> <ul style="list-style-type: none"> <li>➤ Shows stamina whilst reading age-appropriate books fluently and accurately whilst retaining speed (using intonation)</li> <li>➤ Pupils apply a more controlled skill of summarising the gist of what they have read (verbally and in the written form).</li> <li>➤ As the demand of text increases, pupils are challenged to discuss the meaning of</li> </ul>	<p><b>Review year 4 content above.</b></p> <p><i>Reading for meaning is at the heart of Y5 Guided Reading – this is a vehicle to teach reading skills and comprehension skills.</i></p> <ul style="list-style-type: none"> <li>➤ Shows stamina whilst reading age-appropriate books fluently and accurately whilst retaining speed (using intonation)</li> <li>➤ Pupils’ verbal and written responses to questions display precision and an awareness of understanding the expectations of the question.</li> <li>➤ Pupils can discuss the difference between fact and</li> </ul>	<p><b>Review year 5 content above.</b></p> <p><i>Reading for meaning is at the heart of Y6 Guided Reading – this is a vehicle to teach reading skills and comprehension skills.</i></p> <ul style="list-style-type: none"> <li>➤ Shows stamina whilst reading age-appropriate books fluently and accurately whilst retaining speed (using intonation)</li> <li>➤ Pupils in year 6 apply what they have learned to more complex writing – specifically texts that they may not ordinarily choose to read.</li> <li>➤ Texts chosen deliberately generate more ‘meaty’ discussions</li> </ul>



<ul style="list-style-type: none"> <li>➤ Beginning to develop an understanding for true/ false through a variety of questions (within English and across the curriculum)</li> <li>➤ Beginning to sequence events through modelled responses</li> <li>➤ Guided retrieval activities using question stems from the KS1 curriculum</li> <li>➤ Pupils begin to develop stamina and resilience (prepared to persevere with all texts) reading longer age-appropriate texts with fluency.</li> <li>➤ Pupils apply their knowledge of taught phonic skills in shared and independent reading.</li> </ul>	<p>relationship. (through pictures and texts)</p> <ul style="list-style-type: none"> <li>➤ Pupils develop their skills to infer/ justify their opinion as the texts presented display more complex plots.</li> <li>➤ Pupils develop retrieval skills where questions increase in difficulty (word substitutions)</li> <li>➤ Over the academic year, pupils independently summarise the general gist of what they are reading in various forms.</li> <li>➤ Pupils develop stamina and resilience (prepared to persevere with all texts) reading longer age-appropriate texts with fluency.</li> <li>➤ Pupils display and demonstrate</li> </ul>	<p>the written form).</p> <ul style="list-style-type: none"> <li>➤ As the demand of text increases, pupils are challenged to discuss the meaning of words within texts.</li> <li>➤ Teachers scaffold frames to support pupils to find evidence to support their points (using Impression/ Evidence through PE, PE)</li> <li>➤ Pupils develop a stronger understanding of the need to be precise with their answers.</li> <li>➤ Pupils are encouraged and guided to compare what they have read to previous texts and justify these similarities and differences.</li> <li>➤ Pupils further develop their understanding of</li> </ul>	<p>words within texts.</p> <ul style="list-style-type: none"> <li>➤ Pupils are able to find evidence to support their points (using Impression/ Evidence through PE, PE)</li> <li>➤ Pupils' answers precision.</li> <li>➤ Pupils are able to compare what they have read to previous texts and justify these similarities and differences.</li> <li>➤ Pupils apply an understanding of true and false and display this across the curriculum.</li> <li>➤ Texts chosen support pupils to further develop prediction skills (based on what is stated/ implied)</li> <li>➤ Pupils' writing displays an understanding of the writer/ reader relationship</li> <li>➤ Pupils apply these developed</li> </ul>	<p>opinion across a range of texts (including the wider curriculum)</p> <ul style="list-style-type: none"> <li>➤ Pupils can summarise with ease across more than one paragraph and can express their opinion of what they have read (with reference to the text where appropriate)</li> <li>➤ Pupils can apply their retrieval skills across a wide range of age-appropriate children's literature.</li> <li>➤ Pupils select evidence from the text with ease and precision when justifying their opinions.</li> <li>➤ Pupils are confident when verbally challenging each other discussing themes that emerge from</li> </ul>	<p>where pupils can debate contemporary issues.</p> <ul style="list-style-type: none"> <li>➤ Pupils demonstrate independence when researching – showing a real understanding of reading.</li> <li>➤ Pupils demonstrate retrieval skills across the curriculum at the same standard as in English sessions.</li> <li>➤ Pupils compare and contrast characters, settings and themes in a verbal and written form with conscious control over their responses.</li> <li>➤ Pupils support their reading responses with an understanding for the technical terms that an author uses. In</li> </ul>
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	<p>(verbally first and later in a written form) a greater understanding of inference</p> <ul style="list-style-type: none"> <li>➤ Pupils develop a deeper understanding of a wider range of vocabulary.</li> <li>➤ Pupils begin to understand how texts are presented and can follow the text (sub headings, title, captions)</li> </ul>	<p>true and false and display this across the curriculum.</p> <ul style="list-style-type: none"> <li>➤ Texts chosen support pupils to further develop prediction skills (based on what is stated/implied)</li> <li>➤ Pupils further develop their understanding of the writer/ reader relationship and this begins to show in their own writing</li> <li>➤ Pupils apply these developed reading skills across a wider range of fiction; non-fiction and poetry. They are confident at applying these skills when they read texts across the curriculum that are unseen.</li> <li>➤ Pupils develop an understanding of how texts are presented and can follow the text (sub</li> </ul>	<p>reading skills across a wider range of fiction; non-fiction and poetry. They are confident at applying these skills when they read texts across the curriculum that are unseen</p> <ul style="list-style-type: none"> <li>➤ Pupils begin to compare and contrast the content of a text and can track characters throughout.</li> <li>➤ Pupils understand how texts are organised and can discuss features of texts with confidence.</li> </ul>	<p>high-quality texts.</p> <ul style="list-style-type: none"> <li>➤ Pupils understand how more demanding texts are organised and can discuss features of texts with confidence.</li> </ul>	<p>turn, children can use what they have read in their writing.</p> <ul style="list-style-type: none"> <li>➤ Pupils select evidence with ease to justify their opinions when faced with an inference activity.</li> <li>➤ Pupils demonstrate agility when reading across various different forms of texts and are not fazed by longer extracts. <ul style="list-style-type: none"> <li>➤ Pupils summarise quickly and develop an opinion of what they have read. They are prepared to challenge their peers with justified responses.</li> </ul> </li> <li>➤ Pupils can comment on how narrative content and non-fiction content</li> </ul>
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